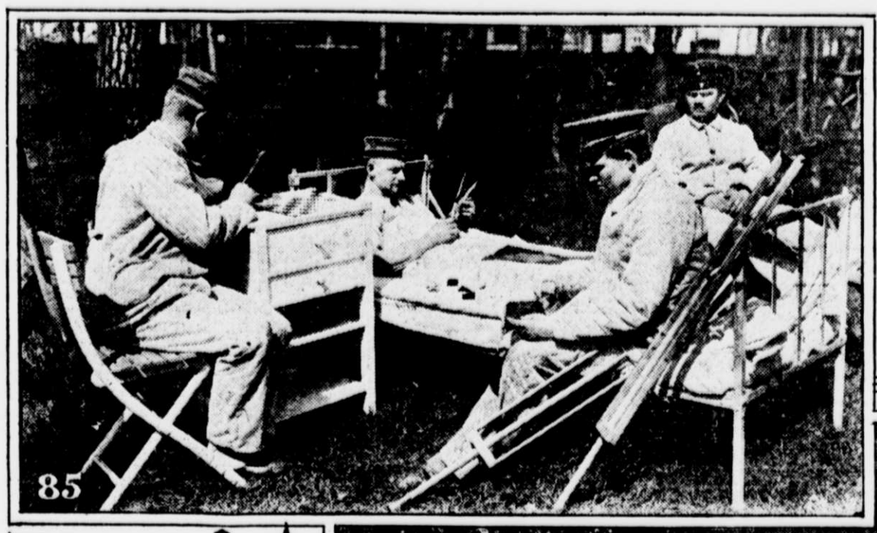
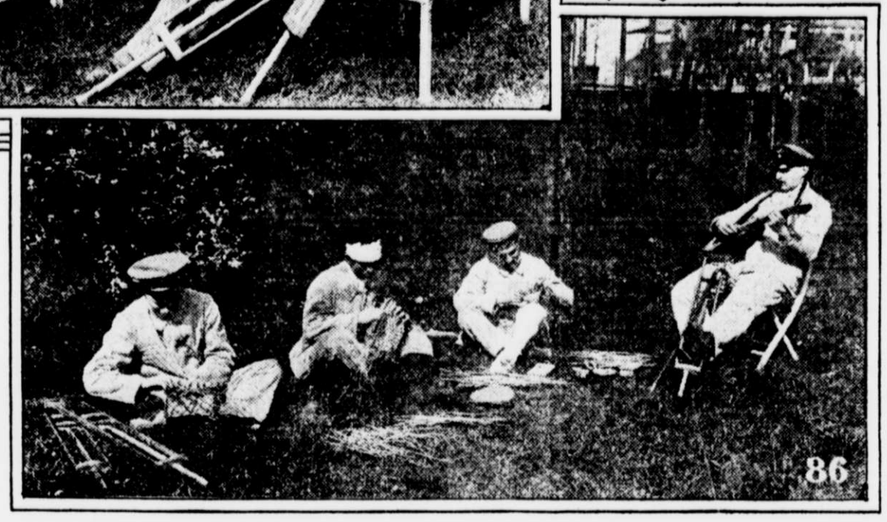
GERMAN DOCTORS AMUSE PATIENTS AS AN AID TO PERMANENT CURES

Prof. Biesalki's Idea of Surgeons Being Social Visitors Carried Out With Success

Healing of the Mind Preliminary to Entrance to Newly Formed Schools for Invalids



German doctors amuse, as well as cure, soldier patients.



Busy group on lawn at hospital for convalescents.

SOME months ago the idea of the field of the doctor as a "social visitor" occurred to a Berlin orthopedits, Prof. K. Biesalski, and like everything else that has seemed thoroughly practicable, the suggestion has received encouragement and application at the hands of the medical fraternity in Germany. These men instantly recognized the significance of Prof. Biesalski's scheme, and what they have already accomplished is described as little short of wonderful.

Being a doctor in the best sense of the word means more than curing bodily afflictions. At times it is just as necessary that the physician shall be a fellow man in the sympathetic sense, and by reason of his fuller knowledge of the human physical getup, be able to ease the patient's mind by a timely word of cheer. This latter expression of the physician's professional task has generally in the past been more or less an uncertain quantity, but the present war, with its untold anguish, has made it clear how much of his duty really lies in this particular direction.

It was the healing of the mind that Prof. Biesalski had in view when he conceived the idea of following up a strictly professional call by one of a social nature. His aim was that he might in a friendly way convince a so-called cripple, for example, that the day of cripples is past; that a man can do plenty of good work and something well worth his while despite the loss of a member.

The surgeon who amputated a man's leg has not done all that is required of him, according to this theory; he goes back to his patient when the man is on the mend to encourage him, to advise him and to promise to start him on his further life journey with a leg pretty nearly as efficient as the one lately lost. In short, he seeks to send him away from the hospital cheered both in body and in mind.

Here is an example of what is taking place in the hospitals of Germany every day. Dr. X is at the bedside of a soldier who has lost both his arms. The operations have been successful and the stumps are healing satisfactorily, but the poor fellow is worried over the future, and is well nigh feverish as the result of his anxious brooding.

"Well, my good man, you are now getting along finely, and it won't be long before you leave us, here," says the surgeon. "What is your calling?" And the soldier who has given so much for his fatherland answers, "I used to be a blacksmith, doctor"; and wistfully lingers on the words "used to be."

The doctor rejoins: "Well, then you are going to remain a blacksmith. There is nothing to prevent that even though you have lost both your arms. Don't you know that such a thing as a cripple is out of date now? We are going to give you two brand new arms, and with a little practice you will be able to swing the hammer as well as ever."

And so the conversation continues, with the result that the man, at first despondent and perhaps wishing to die, brightens perceptibly and begins to look forward to the day when he can start life anew. At the proper time he is directed to the nearest school for invalids; there is one at Zehlendorf, near Berlin; another at Heidelberg, and a bigger one at Vienna. These schools, of course, are inadequate in view of the demands made upon them, but others are being rapidly organized in connection with homes for cripples that are already available.

At his next social call the doctor finds his patient hungry for details about the promised physical transformation, and the doctor goes on in this fashion:

"In this school, you know, you will get new arms. They are not at all complicated, but are very flexible. Your stumps will first of all be fitted with casings of leather, and to these upper arms, so to speak, will be attached metal holders. Into these holders you will be able to insert any tool that you may need—a hammer, a file or whatever implement is required for your work."

No wonder that the armless soldier looks incredulously at the man of medicine, but the doctor goes on enlightening him.

"Of course you'll have special tools; they will all be made to suit your metallic arms. These new members will be so attached that your movements will be perfectly free and easy.

"The school will provide you with everything and teach you besides. Now remember, you are not going to be a dependent; so cheer up. Germany isn't going to be overrun with veteran organ grinders and the like when this war is done. Every man that is hurt in her cause is going to have a place in the world worth while."

Such, in brief, is the meaning of the physician's social call, and the results so far obtained in this way are so promising that the medical fraternity of Germany have decided to make this procedure an established practice. They are convinced that, in their daily rounds, encouragement of this sort will do an immense amount of good, no matter what the patient's condition may be, and they realize the psychical influence at work during the period of convalescence.

There is nothing new in the theory involved, but the scope of its present application is novel indeed. The soldier is no more a man of iron than the ordinary civilian, and the thought of being a burden upon others when discharged from the hospital is apt to act as a deterrent toward his recovery.

The carpenter, like the blacksmith, is in his turn made to realize that he will be a useful member of society even though he has lost an arm or a hand. The same thing applies to all trades or crafts. In this manner each cripple is cheered and life takes on a new meaning. The load is removed from the mind just as a bullet or bit of shell is extracted from a bodily hurt. The men mend quickly once this initiative is established, and it is a fact that the wounded are therefore able to leave the hospitals all the sooner.

But psychology is achieving beneficent ends among others of Germany's wounded soldiers. The cripples are not the only ones needing the stimulation of cheer—the convalescents with their bodies whole have to be considered too.

There are two reasons for this work of hastening recovery. First, that the man may be entirely restored and able to take up his task in the world again, and, next, that his place in the hospital may be available for another more in need of medical attention.

The average sick man is apt to be a pessimist. He hasn't the philosophy of a woman under like circumstances. He just instinctively lies there and frets and pictures the dismal days to come. If he is married he asks himself, "How shall I support myself and my family? What earthly good will I be with a shattered body?" The longer he broods in this fashion the worse for his wound—an injury that probably does not mean ultimate physical disability. It is plain that medicine won't help; the only likely tonic is cheerfulness.

The Red Cross of Berlin recently undertook to find a way to effect this end, and its work with the patients in the hospitals there has met with great success. The aim has been to interest the wounded in learning certain light crafts and by thus keeping their hands busy to counteract the mischief caused by idleness during the weary weeks of convalescence.

The originator of this helpful endeavor is Fraulein Margot Grupe, an artist. Before the war Fraulein Grupe was art adviser at the Pestalozzi-Froebel House—a very large kindergarten in the German capital—and she is well known in professional circles the world over by reason of her books on arts and crafts.

When war broke out Fraulein Grupe volunteered as an assistant nurse in the Red Cross and was promptly sent to one of the large hospitals at Neubabelsberg. What she saw there soon convinced her that something more than medical skill and nursing were needed to bring the patients around.

Diversion was needed, but just what was the problem. It was then that her kindergarten experience came in good stead, and she lost no time in suggesting to some of the convalescents that they try their hands at pasteboard work and kindred light occupations. The eagerness with which they responded and the interest they displayed, as well as the rivalry aroused among the men, assured her that she was on the right track.

The next step was to notify the head of the Red Cross in Berlin and to recommend that manual instruction as an aid to quicken recovery be introduced in all of the military hospitals. Privy Councillor Witting appreciated the worth of the scheme at once, the military authorities were responsive and the Pestalozzi-Froebel House undertook to train the teachers needed for this work among the sick.

The course is one of six weeks, with daily instruction lasting from three to four hours. The third term is now practically at its close and more than fifty teachers are actively engaged in the various hospitals.

Among the things taught are light woodwork, basketry and the like, pasteboard modelling, boxmaking, knitting of jackets, caps, &c., filet work and hammock knitting, the making of nets, bags, &c., the weaving of pillows and other articles by a simple Swedish method and the fashioning of different kinds of games. The very easiest sort of manual effort is demanded and the fields of application are varied enough so that each patient may find something to his liking and within the scope of his skill. The materials furnished are of the best; and as all of the articles made are of a useful sort the patients bend every effort to turn out creditable objects.

Originally the intent was to sell the things so made, but this was soon abandoned out of respect for the wounded. It was feared that some of the invalids might misconstrue the object of the movement and conceive the notion that they were being taught to do these things with an eye to fitting them for their future life work or that they were being made capital of.

To dispel any such erroneous notion the Red Cross of Berlin has obligated itself to deliver all of the necessary materials free of charge. Whatever the soldiers fabricate becomes their own property, and as a result they work with an eagerness that makes them forgetful of self and which hastens the day of recovery.

Indeed the experiment has succeeded beyond all expectation. Generally the loved ones at home are the first in line for gifts from the soldier invalids. Friends at the front are also remembered and not infrequently a fellow sufferer who cannot work is the beneficiary. This has a decidedly cheering effect upon the less active of the patients because they take an interest in the light labors of their luckier neighbors in the adjacent cots.

The teachers give glowing accounts of their experiences. Even the coarsest hands, used only to the heaviest kind of work, readily learn to handle the pliant reed or the knitting needles. Indeed it is almost as if the momentary lack of vigor gave to the fingers a newborn flexibility.

The beauty of the work is that it is of a nature that can be done by the convalescent either in bed or when sitting up. In their absorption the men become more or less care free and within their bodies nature is busy doing her healing work.

The bond between teacher and pupil is intimate and touching. The newcomers are generally shy. They are ashamed because of their awkwardness and usually prefer to have one of their initiated fellow sufferers help them over the first obstacles. The patients of longer standing cheerfully volunteer their services for this and in time really become assistant teachers.

This development of the work had not been expected, and as the number of teachers in proportion to the wounded is very small, indeed, the mental welfare campaign has made exceptional progress for this reason. In some of the smaller hospitals the women teachers make only occasional visits—two or three times during a week, but where there are 1,600 beds, as at Buch, two instructors are kept busy continually.

Fraulein Grupe, who started this movement, is the leader in the now thoroughly organized work. The home office is in Berlin, and there a large warehouse has been stocked with all of the needful supplies. Once a week a meeting of the teachers is held at headquarters, with Fraulein Grupe in the chair. Experiences are exchanged and the needs of the men discussed and means provided to satisfy them.

The results are astonishing, and probably nothing is more so than what might be called the secret influence upon the convalescent soldiers. Unknown to the instructors, these patients make really painful efforts to test their own capabilities and when to their infinite joy they find out what they can do with a left hand, for instance, then of their own initiative they ask for materials and take their part in the common industry.

The mental buoyancy born of work of this sort is fast giving to the German military hospitals an atmosphere that robs them of much of the reflex of the battlefield and strife. The sick and injured seem to be from more peaceful walks of life, and are only waiting a while until they can step out into the world again to do a man's work well.

RUSSIAN ART LEADERS AT FRONT

THE world war found Russia's representatives in the various fields of art thoroughly unprepared for what happened. The Russian writers, painters and artists were at no time particularly interested in their country's foreign policy, and the Austro-Serbian crisis preceding the beginning of hostilities did not serve to awaken feelings of a graver concern. It was for this reason that the war found the Russian literary and artistic world in a state of confusion.

But soon the great wave of patriotism rolling over the vast expanse of Russia caught these celebrities in its sweep. Joyfully with all the passion of their Slav hearts they gave themselves to the service of their country.

A great many of them were called to the colors as reserve officers. Talented, popular and celebrated writers, composers, painters and other artists arrayed themselves in their uniforms and went forth to the firing line.

These so-called art camps boasted of such men as Prof. Ergeny-Anitchkoff, the famous Russian critic; Nicholas Gumiljeff, the poet, who is looked upon as one of the younger leaders in Russian literature, and Michael Chernoff, the well known professor of the Petrograd conservatory of music.

The pride of the modern Russian literature, Alexander Kuprin, who made himself famous by his description of Russian military life in his novel "The Duel," shortly following the outbreak of the struggle entered a request with the Russian Minister of War to assign him to a regiment, notwithstanding the fact that he had retired from active service several years before. His example was immediately followed by various other artists who had had the opportunity to receive a military training.

Michael Petrovich Artzibasher, whose works were recently introduced into this country and who has for years been a victim of the white plague, has organized a sanitary service consisting of famous Russian surgeons and medical students. The author is at the front personally supervising and attending to the wounded.

Various other Russian writers received permission from the Grand Duke to join the armies at the front in order to study events of historic importance so that better light could be shed on current events. Among the writers thus employed at the front are the ethnographic writer, Vladimir Bogoraz, who is well known here, being a member of the American Geographical Society; the realistic author, Count Alexey Tolstoy, and the modern Russian stylist, Valery Brusoff.

Leonid Andreyev, Russia's greatest living author, popularly known as the literary heir of Leo Tolstoy, did not remain indifferent to the march of events. He was the first to reflect in his creative genius the ruin of Belgium, having written the play "King, Law and Liberty," which for months was played with success in both Petrograd and Moscow. Lately Andreyev, his mind wholly absorbed with problems of the struggle, has forsaken his activities in the field of drama and has given himself entirely to journalistic work.

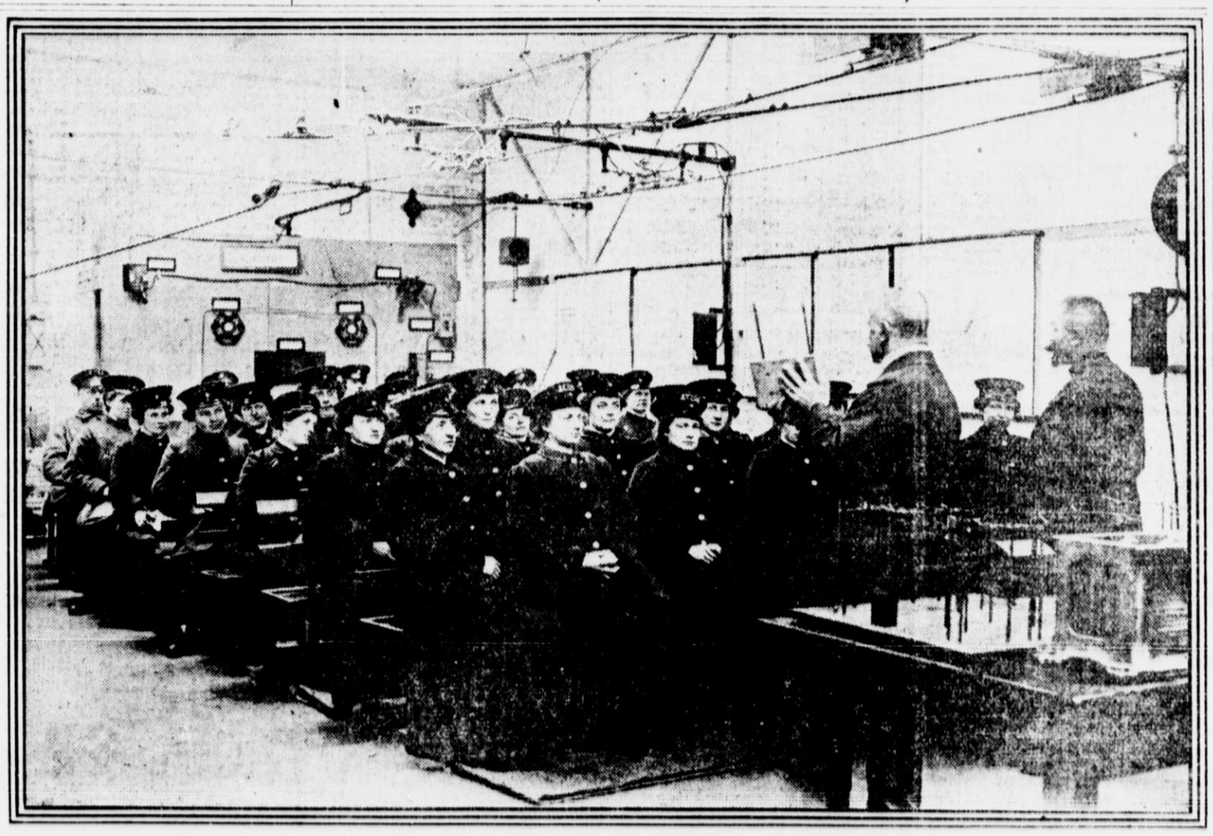
The good example set by Russia's literary lights was followed by her painters. Some of those called as reserve officers are Alexander Makofsky and Nicholas Kravchenko. Still others volunteered, including Prof. Nicholas Samokish of the Petrograd Art Academy, Paul Lancer and Ergeny Dobushinsky, the representative of the Russian modernists.

The famous journalist and deputy of the Imperial Duma Alexander Kolyubakin soon after the outbreak of the war volunteered to join the advancing armies, going forth to the front as a captain of artillery. He was killed in the field in January last.

But far from being content with their service in the field the Russian artists did all in their power to help the orphans and widows of the fallen soldiers. The greatest actors of Moscow and Petrograd went forth into the streets begging alms for the war sufferers. In two days the collections amounted to not less than 500,000 rubles.

Many Russian playhouses have organized field hospitals, the most modern and best equipped of them being that organized by the troupe of the Moscow Art Theatre. Many brilliant Russian actresses went to the front as nurses.

The greatest singer of Russian folk songs, Nadyeshda Plyevitzkaya, toured Russia, giving concerts the proceeds of which went solely to the war victims. The same is true of the Baroness Lydia Baryatinskaya (Mme. Yavorskaya), who has recently appeared in London.



German women being instructed for street railway service.

Owing to the war a great demand has arisen for women conductors and motormen on traction lines throughout Germany. The photograph shows a class in a Berlin school being instructed in the rudiments of the new feminine calling.

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OUR COLLEGE HONOR IDEA

THE honor system has been adopted at many American colleges and universities to prevent unfair practices by students such as those which were disclosed during the recent investigation at the United States Naval Academy at Annapolis. What the honor system implies is simply this: That each student signs a pledge to the effect that he has neither given nor received dishonest assistance either before or during an examination, and that he agrees to report any cases of cheating which he may have seen in the examination.

In 123 colleges and universities this system is used, according to the latest available reports, while in other institutions the old time proctor system exists. Under the proctor system the members of the faculty are responsible for order and honesty in the examinations. According to the United States Bureau of Education the past three years have seen a marked increase in the adoption of the honor system in American colleges and the bureau reports that those colleges in which the system is in force are its strongest advocates.

The honor system is usually the outgrowth of bad conditions in the examination room and in practically all cases it is adopted at the instigation of or with the consent of the student body. The students themselves realize the evil effects of cribbing or otherwise cheating at examinations. They realize also that the proctor system is for many reasons insufficient to prevent dishonest practices.

The unscrupulous student who realizes that he will be unable to pass an examination by honorable means resorts to many ingenious methods of cribbing. Writing necessary information on cuffs, shirt fronts, the inside of the fingers and on tan shoes is a common device. Another is to make notes on a long, narrow piece of paper, which is rolled around two short pencils. When the strip is rolled up the pencils are held together by an elastic band. Then by rotating the pencils all the information, written on the outer side of the paper, can be seen.

Still another method is to take several hexagonal yellow pencils and scratch or write in ink on the sides the information likely to be needed. These pencils are carried into the examination room and used as the information inscribed on them is required.

Another crib which is sometimes used is made by fitting a piece of paper on the inside of the cover of a hunting case watch. The student who uses such a crib must "see what time it is" very frequently.

It may be asked when students acquire the habit of cheating in examinations. In most cases it starts during the high school course. In the first and second years of high school it sometimes happens that boys cheat in an examination just because they regard it as a great achievement or because they think that they are getting the better of the teacher. In fact the first cheating is done in many cases simply for the fun of the thing.

Of course, once a student cheats it is easy to do it the next time, and the habit is unconsciously formed until in the last year of high school some students would be unable to pass their subjects without the help of the crib.

The best preventive for this evil in colleges is believed to be the honor system. Although it differs in many details in the various colleges it is essentially the same in principle. The two salient features of the system are: First, that every student shall upon finishing his examination give his word of honor that he has neither given nor received dishonest assistance, either before or during the examination; and second, that every student shall report any cases of cribbing he observes.

The first requirement is a very simple matter for the honorable student to fulfil. If he has not cheated he merely signs a statement to that effect. It is held that there are few students in American colleges who would be guilty of untruthfulness in such a matter.

The honor council or committee is made up of members of the student body usually elected by the students themselves. This council tries all cases of violations of the rules, but leaves final jurisdiction in the hands of the faculty or the president of the college.

The second important feature of the honor system, that of reporting fellow students who crib, has been much criticised and in many colleges the system has been voted down because of it. In some colleges this feature requires that if a student detects any apparent dishonesty in an examination he must at once quietly inform the offending person of the fact. If the offender still persists the attention of at least one other student is drawn to the matter and the case carried to the honor council for investigation.

Many students object to this phase of the honor system on the ground that a man's word of honor should be sufficient and that no other man should act as a check on his statement. Because of this clause the system is often denounced as a student police system.

Another important feature of the system in some colleges is that the instructor is not allowed in the examination room. In other colleges his presence is optional, but the instructor usually leaves after answering any questions put to him by students. In a few cases this feature is not a part of the system and the instructor must remain in the room. These cases exist chiefly where the system is under the supervision of the faculty.

As it is believed that the habit of cribbing in many cases is formed in public high schools it has been suggested that it would be well to establish the honor system in high schools or at least in the last year or two of their courses.